

Portland State University PDXScholar

African American History in Oregon: Lesson Plans

History

2015

Unit Plan: The Role of Community Organizations in the Oregon Civil Rights Movement

Michael Gifford

Portland State University

Lance Erickson

Portland State University

Let us know how access to this document benefits you.

Follow this and additional works at: http://pdxscholar.library.pdx.edu/hist_lessonplan



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), and the [United States History Commons](#)

Recommended Citation

Gifford, Michael and Erickson, Lance, "Unit Plan: The Role of Community Organizations in the Oregon Civil Rights Movement" (2015). *African American History in Oregon: Lesson Plans*. Book 2.

http://pdxscholar.library.pdx.edu/hist_lessonplan/2

This Book is brought to you for free and open access. It has been accepted for inclusion in African American History in Oregon: Lesson Plans by an authorized administrator of PDXScholar. For more information, please contact pdxscholar@pdx.edu.

Unit Plan:

The Role of Community Organizations in the Oregon Civil Rights Movement

Authors: Michael Gifford and Lance Erickson

A lesson designed for four 90-minute class periods

Unit Overview

This unit will introduce students to the role of Community Organizations in the Civil Rights Movement in Portland, Oregon. They will be presented with information on the various organizations and issues facing African Americans who lived in Portland during the civil rights movement. At the conclusion of the unit students will be able to discuss the community organizations played in relation to the success of civil rights protests in Portland. They will also have an understanding of how the African American civil rights movement served as a model for modern activism.

Teaching Guide:

This guide is the unit in entirety. Links to individual lessons are available below. See teaching guide for description of specific standards addressed by this unit.

Lesson 1: The Civil Rights Movement in Portland, Oregon.

In this lesson, students will discuss what they already know about the National Civil Rights Movement. Many will discover that while they do have general knowledge about the National Movement, many know little about the Civil Rights Movement here in Portland, Oregon. This lesson is designed for one 90-minute class period.

Handouts:

Civil Rights Timeline in Oregon (modified version included):

Lesson 2: DBQ Preparation - Analysis of Primary Sources Regarding Police Relations with the African American Community

This lesson allows students to prepare for the DBQ exercise by analyzing a variety of primary documents related to community organizing in Portland during the Civil Rights era. This lesson is designed for one 90-minute class period.

Handouts:

- NAACP Recruiting Poster
- SOAPS Template:
- What To Do When Stopped by the Police

Lesson 3: DBQ Essay - Analyzing Documents about Community Organizations in Civil Rights Protests

This lesson addressed the question: Was it the activities of local or national organizations that most closely addressed the needs of African Americans in Portland. Students will analyze primary documents and answer these questions in their DBQ essay. Lesson designed for one 90-minute class. Students may need additional time to complete the DBQ essay.

Handouts:

- DBQ Packet
- DBQ Rubric

Lesson 4: Community Organizations in Civil Rights Protests

In the concluding lesson to this unit, students will use the NAACP Publicity Handbook as a Template for to design their own publicity campaign for a protest rally for a current local or global issue of their choice. This lesson is designed for one 90-minute class period.

Lesson Plan 1:

Oregon's Civil Rights Challenges

Purpose/Rationale: While Oregon high school students learn about the national Civil Rights Movement, most have never heard anything about how the movement played out locally.

Objective: Students will be able to explain trends of discriminatory acts and of civil rights advancements affecting African Americans in Oregon.

Common Core Standards:

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Oregon Department of Education Social Studies Standards:

HS.6 Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.

Time Needed: 90 minutes

Materials Needed:

- Computer/Projector, <http://www.polleverywhere.com/> account (free)
- Students will need either cell phones or tablets/computers for first activity.
- Civil Rights Events Handout (see below)

Instruction

1. Display prompt on projector or whiteboard: "How many times in the last year have you experienced or witnessed/heard racism at your school? If you experienced or witnessed racism, describe it generally and explain why you believe it is happening at this school. If you have not experienced or witnessed racism at this school, try to explain why." Give students about 8 minutes to write.
2. Now display PollEverywhere.com prompt: "How many times in the last year have you experienced or witnessed/heard racism at **this school**?" Answer choices could include: (a) Never; (b) once or twice; (c) three or four times ; (d) 5 or more times. Give students about 2 minutes to respond with either cell phones or tablets/computers. After students have responded, facilitate discussion of response proportions and individual student responses to prompt. [This poll can be created for free at polleverywhere.com. Visit the site for additional usage information]
Total time for this activity: 20 minutes
3. Distribute the Oregon Civil Rights handout: Note that there is a standard version as well as a modified version with simpler sentences and definitions of key terms. Both versions are included on the handout.

- a. Ask students to assemble in groups of 2-4.
 - b. Explain that just as a student's experience at this school may differ from other students' experiences at other schools, the experience of blacks in Oregon differed from the experience of blacks in other parts of the country. Ask students to take turns reading aloud the "events." As an event is being "read" all students should underline any words or phrases with which they are unfamiliar.
 - c. As a team or group, students should brainstorm usage definitions. If still unsure, students should be instructed to raise their hands and query the teacher. Teacher should circulate and answer questions. Students should also be instructed to decide as a team/group whether each "event" is True or False (did it really happen or not). [The only False statement is the 1935 "event."]
4. After all teams/groups have completed their analysis, teacher should facilitate a class discussion by asking students to raise their hands if they felt the first statement was "true/false". Ask students why they felt the statement was true or false. (Don't give out correct answers until the end of the activity.) Once all "events" have been discussed, reveal that only the 1935 "event" is false. Point out that it wasn't until 20 years later that Oregon passed a law banning discrimination in places of public accommodation. Total time for this activity: 30-40 Minutes.
5. Introduce the Prezi presentation highlighting key civil rights issues and events (both setbacks and advancements)
http://prezi.com/nndxmpnhlly0/?utm_campaign=share&utm_medium=copy
 - a. Students should be asked to create a note-taking organizer by drawing a line vertically down the center of a piece of notebook paper. They should label the left column "discriminatory practices." They should label the right column "civil rights advances." They should keep notes about both categories as the teacher presents the Prezi. Students should also keep track of approximate dates (years) to compare Oregon advances in civil rights with national advances in civil rights.

Assessment of Student Learning:

Distribute and then collect exit slip asking: "In what ways were Oregon's civil rights challenges both similar to and different from the nation's civil rights challenges?" (8 Min)

Modifications and Extensions: Students may compare and contrast civil rights advances in Oregon with national advances. There are links to the timeline below. Since the timeline spans over twenty pages, it is recommended that students be directed specifically to pages 12-17. These pages best relate to the events and themes in this mini-unit.

Supplementary Materials and Handouts: The information on this handout is taken from:
 Web: <https://www.portlandoregon.gov/bps/article/412697>

Oregon Civil Rights History

1980's Portland Public Schools, Oregon's largest school district still had an official racial desegregation plan in effect.

1935 Oregon Lawmakers pass a law outlawing discrimination in places of public accommodation on the basis of race.

1923 Oregon Lawmakers, dominated by members of the Klan, passed a number of racially restrictive laws.

1919 Oregon's Board of Realty approved a "Code of Ethics" prohibiting realtors and bankers from selling property in white neighborhoods to people of color or providing mortgages for such purchases.

1867 Portland assigned black and mulatto children to a segregated school.

1866 Oregon's citizens did not pass the Fourteenth Amendment, granting citizenship to Blacks. Exclusion Laws were still in effect making it illegal for Blacks to live in Oregon.

1866 *All* interracial marriages were banned in Oregon.

1859 On February 14, 1859, Oregon became the only state admitted to the Union with an exclusion law (preventing non-whites to become residents) written into a state's constitution.

1844 Acts to prohibit slavery and to exclude Blacks and Mulattoes from Oregon were passed. The infamous "Lash Law," required that Blacks in Oregon – "be they free or slave – be whipped twice a year until he or she shall quit the territory."

Oregon Civil Rights History (Modified with definitions of key terms)

1980's Schools in Portland still worked on **desegregating**.

1935 Oregon law stops motel and restaurants from keeping out colored people.

1923 Many Oregon lawmakers were **KKK** members and made racist laws.

1919 Oregon Realtors agreed to NOT sell houses in “white neighborhoods” to colored people.

1867 Portland makes colored and **mulatto** children go to different schools than white children.

1866 Oregon passes the 14th Amendment that makes blacks citizens of the U.S. But, Oregon does not let blacks move to this state.

1866 Oregon law stops colored people from marrying white people.

1859 Oregon becomes a state of the U.S. It does not let black people live in the state.

1844 Oregon **Territory** laws outlaw slavery, but also do not let black people live in the state. Oregon's “Lash Law” said black people already living here would be whipped every year until they left.

***desegregating:** integrating students of color and white students in the same classrooms.

***KKK:** (Ku Klux Klan) a group of people who hated African Americans and other people of color and used violence and discrimination against them.

***mulatto:** a person of mixed black and white ancestry

***Territory:** many western states were “territories” before they became states.

Lesson Plan 2:

DBQ Preparation: Analysis of Primary Sources Regarding Police Relations with the African American Community

Purpose/Rationale: This lesson will teach students how to analyze primary sources and begin preparing to write the Document-Based Question (DBQ) essay.

Objectives: Students will analyze primary sources using the SOAPS template in preparation for writing the DBQ in the next class.

Common Core Standards:

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

9-10.RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Oregon Department of Education Social Studies Standards:

HS.6 Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.

Time Needed: 90 minutes

Materials Needed:

- Copies of these handouts (below):
 - *Black United Front What to Do When Stopped by the Police;*
 - *Document 1: NAACP*
 - the document analysis template: Subject, Occasion, Audience, Purpose, Speaker (*SOAPS*)

Instruction:

1. Hand out copies of *What to Do When Stopped by the Police* to each student. Have students read it over, then take out their journals for a free write. Write the prompt “Who would write this and why?” on the white-board and allow students two minutes to write their thoughts on the handout. (10 min)
2. Facilitate a short discussion about the meaning of the document. Key ideas: Organizational planning in creating and disseminating the information, and the need to protect the group from abuses. (10 min)
 - a. Teacher background information on document: The document was created by the Black United Front in reaction to the Portland Police Department’s racist policies. Members of Portland’s Black community faced frequent stops and searches by police as well as blatant racial actions against business owners. (Two Portland police left dead opossums on the door of a local restaurant owned by a Black man. The two officers were cleared of any wrongdoing). These actions led to heightened tension between Blacks (particularly the youth) and the police department. The Black United Front is a national organization, but the local chapter was established in the early 1980’s as an activist group to raise awareness and advocate for changes in Portland, particularly in the area of education. Students should be aware of the link between national organizations and the actions of the local chapters of those organizations.

3. Hand out the DBQ packet and tell students they will be using them for a couple of days. Ask students to look through the packet and see if they have any immediate questions about the documents. Then ask students to flip through the documents as the teacher briefly points out the names and types of documents in the packet. (Example—Document 1 is an NAACP recruitment notice. It is a primary source document taken from an archive) (10 min)
4. Hand out the SOAPS template (below) to all students and go over the terms/ideas. Some students will be more familiar with document analysis than others, so it is important to check with students frequently at this point. Try if possible to pair students who have a strong understanding of the SOAPS document analysis protocol with students who have less experience. When most students understand the idea of document analysis with SOAPS, as a class model how to use SOAPS on Document 1 below. (20 min)
 - a. NAACP poster: Subject: What is this document about? *It is an NAACP membership recruitment poster.*
 - b. Occasion: Why was it significant that the document was created during that time in Portland? *This document was created during the Civil Rights Movement in Portland.*
 - c. Audience: Who is the author's main audience? Who does the author want to communicate with? *This poster seems directed at members of the public, who may be African American, explaining the purpose of the organization and urging people to join.*
 - d. Purpose: Why do you think the author create this document? What does the author want to persuade the audience to do? *The NAACP created the poster to urge people to join the organization.*
 - e. Speaker: Who do you think the author is? Should we believe what the author is saying? *The NAACP is the author.*
5. Have students do the SOAPS analysis on the remaining documents in the packet. What they can't finish in class will be their homework. As students are working on it, the teacher can walk around and assist students that are struggling. The teacher might also want to have students work in collaborative groups to do this portion. (45 min or rest of period)

Assessment of Student Learning:

- Option 1—Have students write in their journals as an “Exit slip.” Prompt: Which of the documents do you think would be most helpful in answering the DBQ?
- Option 2—At the end of the period, the teacher can place a stamp or mark on the students' SOAPS when they finish or as far as the students finished in class.

Extensions/Modifications:

- Students can research and write a one-paragraph description of one of the groups mentioned in the documents. (e.g. NAACP, SLCC)
- Students who need additional support can pick four of the eight documents to do SOAPS. Then have students find another student that did the SOAPS for the rest of the documents so that they have all the SOAPS before writing the DBQ.

THE National Association for the Advancement of Colored People is an inter-racial organization with 400 branches, founded by leading Americans in 1910.

Its specific objectives are (a) the ending of lynching, (b) the ending of peonage and the debt slavery of Southern sharecroppers and tenant farmers, (c) the ending of disfranchisement, (d) the abolition of injustices in legal procedure, particularly criminal procedure, based solely upon color or race, (e) equitable distribution of funds for public education, (f) abolition of segregation, discrimination, insult and humiliation based on race or color, and (g) equality of opportunity to work in all fields with equal pay for equal work.

You Can't Win By Yourself!
You Must Organize!

JOIN THE N. A. A. C. P.

SOAPS Template

Analysis of historical documents, artifacts, maps, artwork, and other visual representations of an historical nature

	Questions to Ask	Response Sentence Frames
Subject	What is this document about?	The subject of this document is:
Occasion	What is special about the time and place during which this document was created?	The author is creating this document at this specific time because: The author is creating this document at this specific place because:

Audience	Who is the author's main audience? Who does the author want to communicate with?	The author wants _____ (specific persons or groups) to see or use this document.
Purpose	Why did the author create this document? What does the author want to persuade the audience to do?	The author's purpose is to:
Speaker	Who is the author?	The author is: We should believe what the author has to say because:

BLACK UNITED FRONT

What To Do When Stopped By The Police

The following are recommendations on how to handle encounters with the police. It is shameful and disgraceful that as citizens, we must be more cautious than other citizens when we have contact with the police. The behavior of the Police Department toward our community makes us act with caution; at the same time we must fight as hard as we can to rid our community of police brutality, harassment and discrimination.

For your general protection and that of your family, if you are stopped by a police officer for any reason while driving or walking in your community Please do the following:

REMAIN CALM AND POLITE; REMEMBER THE POLICE ARE ARMED AND MAY BE NERVOUS.

DRIVING

1. Pull over as soon as safely possible when signaled by a police officer to do so. When possible pull your car over in a well lighted area.
2. Remain calm. Make no quick or sudden movements. Roll your window down.
3. Place both your hands in plain view on top of your steering wheel.
4. Wait for the officer's instructions.
5. Identify the officer by name and badge number.
6. Do not consent to any search.
7. If you have youngsters in your car try to get out of the car to transact your business with the officer.
8. Although you have the right to ask why you were stopped, remain polite no matter how difficult it may be.
9. You must identify yourself, name and address, produce a valid drivers licence, and explain why you are in the area to the officer. Do not volunteer information beyond your name, address and reason for being in the area. If you are asked for other information, you have the right to remain silent.
10. Don't let derogatory name calling provoke you. Don't be intimidated by the officer.
11. Do not argue with the officer.
12. If you are arrested and handcuffed, when placed in the patrol car, sit sideways in the car with your back leaning in the corner of the seat. This will take some of the pressure off your arms and wrists while in transit. Be sure to bend your head when being put in the car.

13. If arrested request an attorney.

14. At your earliest opportunity call a relative or friend; let them know where you are.

15. If you have youngsters in your car when you are arrested, be sure the oldest can phone your nearest relative or friend. Tell your youngster the phone number to call in emergencies.

16. As soon as you are away from the police, write down everything that happened.

17. Report the incident to a BUF community advocate: 288-9160.

WALKING

If you are stopped by the police while walking in your community especially at night, do the following:

1. Remain calm.

2. Keep your hands out of your pockets.

3. State your reason for being in the area and identify yourself. Although you have the right to walk where you please, the officer may arrest you for failure to identify yourself or explain your presence.

4. Remember to get the officer's name and badge number; record the location where you were stopped and the time.

5. The officer may pat you down or search you. For practical reasons don't resist being searched, BUT DO NOT CONSENT TO ANY SEARCH.

6. Do not argue.

7. Do not volunteer any information to the officer other than your name, address and reason for being in the area. If you are asked for any other information you have the right to remain silent.

8. If arrested, request an attorney.

9. As soon as you are away from the police, write down everything that happened.

10. If possible, avoid dark streets. Stay on well lighted streets

11. Report the incident as soon as possible to a BUF community advocate: 288-9160.

MIRANDA WARNINGS

If you are given Miranda warnings, you will be arrested. State clearly and loudly, so possible witnesses will hear you, "I want an attorney." Most attorneys advise you to say you do not understand the warnings and you do not want to talk, even if the officer says its off the record.

Lesson Plan 3:

Analyzing Documents about Community Organizations in Civil Rights Protests

Purpose/Rationale: This lesson focuses on the process of analyzing documents and writing the DBQ essay: Was it the activities of local or national organizations that most closely addressed the needs of African Americans in Portland?

Lesson Objectives: Students will be able to analyze the meaning of primary source documents and use them to support answering an historical question.

Common Core Standards:

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Oregon Department of Education Social Studies Standards:

HS.6 Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.

Time Needed: 90 minutes—may need part of an additional class to finish the DBQ

Materials Needed:

- Computer/Projector
- DBQ Handout

Instruction:

1. Ask students to pull out DBQ packets and SOAPs sheets. Ask students to quickly scan the documents they analyzed in the previous class. Students share with their partner or small group What document was most surprising/interesting and why? After sharing, ask for a few students to report to the whole class and discuss as appropriate. 10 Minutes
2. Assess degree of completion of SOAPs sheets. Provided a healthy majority of students are fully completed, create pairs or small groups such that students who need additional SOAPs information can ask finished classmates to “teach” them the missing information.

3. Reassemble students as a complete class. State that we will be using our knowledge of the documents and our SOAPs sheets to complete the questions beneath each document. Tell the students we will begin by completing the first document as a class. State the question and model the formulation of an appropriate answer. 25 Minutes
 - a. The following questions and model answers relate to Document 1: You can't win by yourself.
 - i. What are the stated goals of the NAACP national organization?
ending lynching, ending debt slavery of sharecroppers, ending disenfranchisement, abolition of injustices in legal procedures, equitable distribution of funds for public education, end of segregation or discrimination based on color or race, equality of work opportunity and equal pay for equal work.
 - ii. Do the organization's goals relate to problems faced everywhere in the country, or in particular areas, or both? *The NAACP's goals spoke both to Oregon's needs as well as arguably more serious needs in other parts of the country.*
4. Model your thought process in deciding how to answer the question and in identifying what information from the document relates to the question. For example:
 - a. *"When I saw the word 'goal' in the first question, I knew I needed to scan the document for things the NAACP wanted to get done/accomplish. That is why I wrote down 'ending lynching, ending debt slavery, etc. Also, I noted this list of things to accomplish came after the word 'objective' which is a synonym for 'goal.'"*
 - b. *"Based on what I know about Oregon, lynching, disenfranchisement and sharecroppers were not major concerns for African Americans. However, all of the other factors related to concerns of African Americans in Oregon."*
5. Ask students to write the model answer on their DBQ sheets.
6. Next, arrange students in groups of two or three and ask them to individually answer the questions for Document 2 (Letter to Legislators from NAACP Portland). Next, instruct students to, within their groups, read their answer aloud and share what information in the document they felt related to the question. (10 min)
7. Within their groups students will discuss which answer(s) best respond to the question. Students may then revise their answers following group discussion if they choose. Students will then proceed through the remaining documents in the same manner. (25 min)
8. Once students have completed guiding questions, reassemble students as a complete class. State that the class will now begin drafting their response to the

- DBQ prompt. Remind students that they will use documents as well as general background information to respond to the prompt. Remind students that they should formulate a thesis statement relating to the prompt and that their remaining paragraphs should support that thesis statement.
9. Ask for a volunteer to remind everyone what a thesis statement is. Clarify as needed. Ask students to individually draft thesis statements relating to the DBQ prompt. Once a majority of students have completed their thesis statements, ask the remainder of the class to pause. Then, ask a few students to share out their draft thesis statements. (10 min)
 10. Ask students to begin responding to the prompt/drafting their DBQ essay. Strongly suggest they formulate a brief outline of their response. For example, suggest they decide what main ideas support their thesis statement. Each of the main ideas could be a body paragraph in the DBQ essay. Students should decide on their outline which of the documents they will use to support each idea. (Essentially, they should use their brief outline to decide what documents will be used in each paragraph.)
 11. Inform students that if essay is not finished in class, it will become homework. Circulate around room answering questions and watching for students who are simply describing documents without having formulated a thesis statement or outline. Possibly adjust in-class writing time if needed. Also, identify any students requiring additional individual or small-group assistance on DBQ writing.

Assessment of Student Learning:

During the next class collect DBQ essays and evaluate student understanding and common core process skills in accordance with DBQ scoring rubric.

Modification/Extensions:

For skilled writers who may complete the assignment extraordinarily quickly, require them to use the internet or their textbook to search for two additional facts/pieces of information about the activities of the national NAACP in this period. Require them to attach a brief summary of this information and to reference at least one of the additional facts/pieces of information in their DBQ response.

Supplementation Materials/Handouts:

Community Organizations and the Civil Rights Movement in Oregon DBQ

Directions: The following question is based on the accompanying Documents 1 – 8. (The documents have been edited for the purpose of this exercise.) This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses at least five (5) of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. *Does not simply summarize the documents individually.*
- Takes into account both the sources of the documents and the authors' point of view.

You may refer to relevant historical/background information not mentioned in the documents.

Document 1

THE National Association for the Advancement of Colored People is an inter-racial organization with 400 branches, founded by leading Americans in 1910.

Its specific objectives are (a) the ending of lynching, (b) the ending of peonage and the debt slavery of Southern sharecroppers and tenant farmers, (c) the ending of disfranchisement, (d) the abolition of injustices in legal procedure, particularly criminal procedure, based solely upon color or race, (e) equitable distribution of funds for public education, (f) abolition of segregation, discrimination, insult and humiliation based on race or color, and (g) equality of opportunity to work in all fields with equal pay for equal work.

***You Can't Win By Yourself!
You Must Organize!***

JOIN THE N. A. A. C. P.

Question:

1. Was it the activities of local or national organizations that most closely addressed the needs of African Americans in Portland?
2. What are the stated goals of the NAACP national organization?
3. Do the organization's goals relate to problems faced everywhere in the country, or in particular areas, or both?



NATIONAL OFFICERS: President, ARTHUR B. SPINGARN - Chairman of the Board, DR. CHANNING H. TOBIAS - Vice Chairman of the Board, ROBERT C. WEAVER - Treasurer, DR. ALLEN KNIGHT CHALMERS - Assistant Treasurer, THEODORE SPAULDING. EXECUTIVE OFFICERS: WALTER WHITE, Executive Secretary - ROY WILKINS, Administrator - THURGOOD MARSHALL, Special Counsel - HENRY LEE MOON, Director, Public Relations - GLOSTER B. CURRENT, Director of Branches - CLARENCE MITCHELL, Director, Washington Bureau - HERBERT L. WRIGHT, Youth Secretary - FRANKLIN H. WILLIAMS, West Coast Regional Director - WILLIAM H. UNDERWOOD, President Northwest Area Conference. OFFICIAL ORGAN: THE CRISIS, JAMES B. IVY, Editor.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

PORTLAND BRANCH: 833 N. E. SHAYER, PORTLAND (12) OREGON

TELEPHONE: GARfield 3037

NORTHWEST AREA CONFERENCE: 212 East 54th Loop, Vancouver, Washington

NATIONAL OFFICE: 20 West 40th Street, New York 18, New York

WEST COAST REGIONAL OFFICE: Suite 604, 101 Post Street, San Francisco 8, Calif.

May 6, 1957

TO MEMBERS OF THE MULTNOMAH DELEGATION OF THE LEGISLATURE:

This organization meets regularly each month on the third Sunday of the month at the Williams Avenue YWCA, N.E. Tillamook and Williams, at 4:00. You know that we would be happy to see you at any time that you would care to come to one of our meetings, but we would be especially happy if you could come this month, on May 17, which we have set aside for a report from our Legislators. We are also asking those members of the Legislature who are within easy distance of Portland.

We are particularly interested in hearing about the following:

1. Housing
2. Social Welfare
3. Education (Especially Portland State)
4. Labor Legislation
5. Reapportionment and what happened to it
6. The domiciliary hospital for the aged and what happened to it
7. An intermediate institution for young first offenders, etc.

Of course the civil rights measure is of deepest interest to us, and we are especially proud that every member of the Multnomah delegation voted for it. But most of our members are well informed upon this, and we would therefore like to learn more about some of the other legislation that was before this session.

Will you let us know if you can attend?

Very sincerely yours,

Otto G. Rutherford
Otto G. Rutherford
PRESIDENT

Ulysses G. Plummer, Jr.
Ulysses G. Plummer
LEGISLATIVE CHAIRMAN

P.S. We hate to have to apologise for sending duplicate letters to you-- because each one deserves a personal letter, but we are a wholly volunteer organization and we have to be merciful to our volunteers. OGH.

PORTLAND BRANCH OFFICERS: President, OTTO G. RUTHERFORD - Vice President, LORNA J. MARPLE - Second Vice President, U. H. LEVERETT - Secretary, HERBELL RUTHERFORD - Treasurer, HERMAN C. PLUMMER - Corresponding Secretary, VICTORIA JACKSON - Chairman of Legal Redress and Legislation, ULYSSES G. PLUMMER - Youth Chairman, ROBERT HERNDON - Church Chairman, J. HAROLD JONES II - Education Chairman, THOMAS VICKERS - Community Coordination Chairman, EUTH MAEPNER - Special Funds Chairman, EDGAR WILLIAMS.

Question:

1. What may have been the purpose of inviting local legislators to a local Portland Branch meeting of the NAACP?
2. Are the issues of concern identified in this letter primarily local or national in scope?

Document 3

The following document by noted historian Quintard Taylor describes the various strategies used by Civil Rights leaders across the nation.

"JUSTICE IS SLOW BUT SURE": THE CIVIL RIGHTS MOVEMENT IN THE WEST: 1950-1970

Quintard Taylor*

Civil rights campaigns in the American west suggest a third alternative [to achieve their goals]. This movement was a national transformation, an energizing of small and large African American communities in the North and West as well as the South, which was certainly inspired by national goals and leadership, but which also pursued a distinct local agenda. For African American westerners, the Movement was not simply a television report of police dogs set on demonstrators in distant Birmingham or Alabama State Troopers confronting voting rights marchers at the Edmund Pettus Bridge outside Selma. It was instead the campaign of ordinary people to end job bias or school segregation in local communities as diverse as Berkeley, Omaha, San Antonio, Phoenix, Wichita, Seattle and Las Vegas.'

Question:

1. What made the campaigns in the West different than other parts of the country?
2. Where did the campaigns in the West look to for inspiration?

Document 4

The following document is about the use of protest and the media to bring awareness to the cause of Civil Rights. National leaders such as Martin Luther King, Jr. used a nonviolence, non-cooperation strategy to expose the level of violence committed by the police and others on the African American community. As you read the passage, think about the level of coordination that is taking place inside the Civil Rights movement.

To achieve reform the movement actively sought support from white liberals and the federal government. Often protests were initially spontaneous and focused on local or specific goals. Marches, sit-ins, freedom rides and boycotts started in this manner. These actions were reliant on the local black community wearing down the white community and especially its business sector to the point where they pressured the white authorities for change. The formation of new civil rights organizations, notably King's Southern Christian Leadership Conference (SCLC), allowed

the movement to fashion national objectives. These consisted of the achievement of federal support for segregation and the enactment of civil rights legislation. The SCLC provoked southern white violence by staging specific campaigns in racially tense cities like Birmingham and Selma. Police brutality was transmitted to the nation through the media. Particularly television, creating great sympathy for the movement in the north. A member of Congress viewed the graphic beatings in Selma as an exercise in terror. King and others used this sympathy to push for the civil rights legislation. The reverse was that moderate leaders avoided certain protests to maintain federal support. King even stopped a march in Selma midway to appease President Lyndon Johnson. Targeted mass protests were the mainstay of the non-violent civil rights movement.

Question:

1. How can a nonviolent, non-cooperation strategy bring attention to police brutality?
2. Why might national, charismatic leaders be important when organizing these highly tense protests involving the police?

Document 5

Notes from a 1953 meeting of the Portland Branch of NAACP discussing how to respond to continued reports of the Egyptian Theatre requiring black patrons to sit in the balcony:

“... The Committee after receiving no reply to the letter sent to the Egyptian Theater regarding this policy of segregation decided to picket the theater. The...board members discussed the proposed picketing thoroughly and decided the ...steps should be:

1. Before picketing begins send letters to all organizations interested in race relations requesting their ... support.
2. Contact all the ministers requesting them to bring it to the attention of the public by speaking on their segregated policy.
3. Follow up the letter with a telephone call for an appointment with the management.
4. Carry out a total community education campaign—a door to door circulation of handbills, flyers.
5. Theater patrons entering the theater be handed handbills.
6. Communication be disseminated wisely to race relations in the community.
7. Radio Time—perhaps?

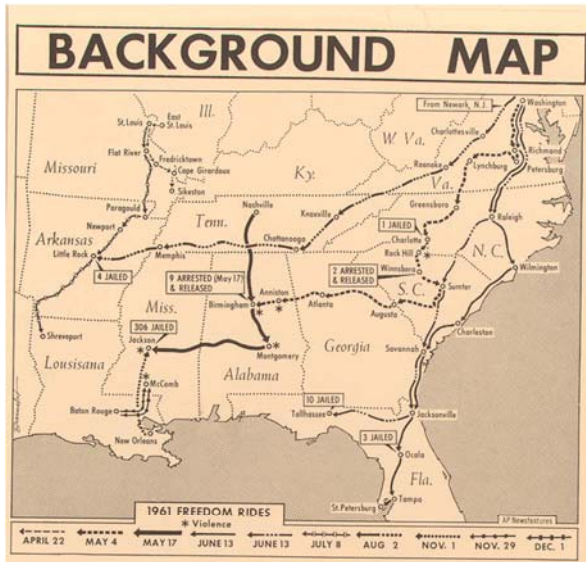
The Board would recommend picketing providing all other means are exhausted and the pickets are so organized that the organization would have a reasonable degree of success.”

Question:

1. Why would the Portland NAACP respond to segregation at the Egyptian Theatre with steps other than picketing?

Document 6 & 7

These two documents refer to the Freedom Rides of 1961. In an effort to desegregate public transportation, both Black and White student protesters from the North rode public busses through the South, often encountering violence on their journey.



Question:

1. What states did the Freedom Rides go through?
2. In the photograph, how would you describe the riders?
3. How important to the Civil Rights movement would support from outside the South have been in making changes in the South?

Document 8

These documents highlight the connection between national issues and local organizations. The photograph is from a locally organized rally for the Civil Rights leader Medgar Evers who was murdered in Mississippi. Evers's work included investigating high-profile racial murders, and desegregating Mississippi's beaches and universities. Evers was a World War II veteran who was assassinated in front of his home. He was rushed to a hospital that initially refused to admit him because of his color; he died shortly thereafter. The document below the photograph was published by the Oregon NAACP to publicize the rally.



NAACP IS THE ONLY organization functioning in Mississippi today that is concerned with race relations--and NAACP is doing it underground today. Are you going to let those brave people who are really "on the firing line" down? Of course not. Things are better in Portland Oregon than in Belzoni or Sumner Mississippi--but if we stop helping our Southern brothers because we are comfortable by comparison it may be one step towards bringing Mississippi conditions to the rest of the country. Ever think of that?

Question:

1. What do you notice about the people in the photograph? How would you describe them?
2. How does the NAACP characterize the difference between Oregon and Mississippi?
3. Why would the NAACP in Portland organize a protest march for Evers?

DBQ Scoring Rubric

Communication ALT 2 *I can use language and style that is appropriate to the content area.*

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
Language and style are used skillfully in a manner appropriate to the content area. This may mean: I show careful thought and consideration in the format I use to present my ideas. I use language and style with precision in order to convey my ideas. I communicate in a manner that captures my audience.	Language and style is appropriate to the content area. This may mean: I can use a format that is appropriate to the purpose I use language effectively to communicate my ideas. I can communicate in a way that is compelling and engaging	Language and style may not be appropriate to the content area, or may not be used effectively. This may mean: I may struggle to use a format that is appropriate to the purpose. I may not use language or style effectively to communicate my ideas. My language may not engage my audience effectively.	Language and style is not appropriate to the content area. This may mean: I don't use a format appropriate to the content area or purpose. I put little to no thought into using language and style carefully to communicate my ideas. I do not communicate in a way that engages people.

Critical Thinking-Analysis ALT 5 *I can justify and support arguments or interpretation with appropriate evidence.*

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
Arguments or interpretations are justified and supported with appropriate evidence. Possible counterclaims or limitations are addressed. This may mean:	Arguments or interpretations are justified and supported with appropriate evidence. This may mean:	There is an attempt to justify and support an argument or interpretations, but it is limited or irrelevant. This may mean:	There is little or no attempt to justify and support an argument or interpretation. This may mean: The evidence I use to support my opinion or

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
My use of evidence is appropriate to the opinion/conclusion and uses a range of examples/support. I support a conclusion by thoughtfully explaining and refuting alternate positions, using counterclaims to strengthen my own idea.	I use evidence that is appropriate to the opinion or conclusion. I support an opinion or conclusion by explaining and refuting alternate positions.	I use some evidence to support the opinion or conclusion; my evidence may not always be appropriate. I support an opinion or conclusion by either explaining or refuting alternate positions.	conclusion is inaccurate, irrelevant or incomplete. I don't acknowledge counterarguments when making my own argument or conclusion.

Knowledge ALT 19 *I can explain the role and impacts of social hierarchies.*

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
I demonstrate detailed, accurate knowledge and understanding relevant to the task, and use relevant historical information and concepts effectively. This may mean: I can explain the meaning of "societal hierarchy". I can evaluate various reasons for and consequences of a societal hierarchy. I can compare the impacts of a societal hierarchy using a various historical case studies. I can evaluate how societies treat those with the least power.	I demonstrate sufficient knowledge and understanding relevant to the task or use relevant historical information and concepts. This may mean: I can define the meaning of "societal hierarchy". I can identify various reasons for and consequences of a societal hierarchy. I can explain the impact of a societal hierarchy using a specific historical case study. I can examine how societies treat those with the least power.	I demonstrate some knowledge and understanding related to the task. I use little or no specific historical information and concepts. This may mean: I can define the meaning of "societal hierarchy", but with limited detail or clarity I can identify some reasons for and consequences of a societal hierarchy. I can explain the impact of a societal hierarchy. I can describe how societies treat those with the least power.	I have made an attempt, but do not reach a standard described by the higher proficiency levels. This may mean: I struggle to define the meaning of "societal hierarchy". I can identify a reason for and consequence of a societal hierarchy. I struggle to explain the impact of a societal hierarchy. I struggle to describe how societies treat those with the least power.

Lesson Plan 4:

Community Organizations in Civil Rights Protests

Purpose/Rationale: This lesson focuses on the process of planning the publicity for a protest rally on a current local or global issue.

Lesson Objectives: Students will develop the ability to use language and style skillfully to develop and present a publicity plan for a protest rally.

Common Core Standards:

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10. WHST.6 Use technology, including the Internet to produce, publish, and update individual or shared writing projects, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Time Needed: 90 minutes

Materials Needed:

- NAACP Publicity Handbook and copies of the group assignment, Power to the People, and scoring rubric.

Instruction:

1. Have students get out their journals and write about the prompt: "What are the most important issues either nationally or globally that you feel people need to be aware of?" Let students write for 2 minutes then lead a short discussion of their ideas. Write the main issues students come up with on the board. (10 min)
2. Hand out the NAACP "Publicity Handbook". Allow students a few minutes to scan over the document. Next lead a short discussion about the need for a "Publicity Handbook" and how it would look different if written today. Possible questions for discussion: What is the role of media in getting a message out? Who would need/use a document like this? What media is still relevant today and what 'new' media would be needed for a modern protest? (15 min)
3. Hand out the Power to the People assignment. Read it over with the class, focusing on the role of each group member: coordinator, rally planner, written media, digital media. Also review the scoring rubric, emphasizing the specific ways in which the student will demonstrate the ability to use language and style to effectively communicate.

4. Divide the class into groups of 3-4 students and have them decide on an issue about which they want to raise awareness. Each student will be assigned one portion of the assignment. While students are discussing their topic, the teacher can check in with the groups to make sure they understand the assignment and have a topic they can agree on. (10 min)
5. Students work on their projects for the remainder of the class period. Schedule the presentation day/time for the publicity presentations.

Assessment of Student Learning: See scoring rubric below.

Extensions/Modifications:

- Students can research and write a short (one-page) biography of a Civil Rights leader and how that person used protest in his/her work.
- If technology is not available, students can write out their parts in a ‘newspaper’ type format and deliver their video ‘live’ to the teacher and class.

Supplementary Materials/Handouts:

- Power to the People: Publicity Plan for a Protest Rally
- Create a “Publicity Plan” for a protest rally with your group. Each member of the group will be responsible for one part of the plan.

Step 1—Determine the issue you want to raise awareness about with a rally. Issues can be either national or global (e.g., climate change or raising the minimum wage).

Step 2—Assign roles to the group members:

- ⇒ Coordinator: The coordinator will be responsible for creating a web site to host all the media.
- ⇒ Rally Planner: The planner will need to write up an event flyer to be posted on the website and also printed to be handed out to people. The planner will need to decide the when/where of the rally (or march). The information needs to include when/where to meet, any special instructions like types of signs, what to wear, what to do if there is a problem, etc.
- ⇒ Written Media: The written media person is responsible for writing a 200-300 word press release that can be sent to local news media and/or posted on Facebook or blogs. The press release should address the ‘nuts and bolts’ of the rally and some information about why the issue is important. The written media person will also write four tweets to be posted on the days leading up to the rally.

- ⇒ Digital Media: The video media person is responsible for creating two short PSA (public served announcement) videos (one 20 second, one 90 seconds) to give information about the upcoming rally. The longer video should include more information about why the issue is important as well as the ‘nuts and bolts’ of the rally.

Step 3—Presentation. Once all the information is compiled on the website, the group will present the website to the class.

Power to the People Publicity Plan: Scoring Rubric

HIGHLY PROFICIENT	PROFICIENT	NEARLY PROFICIENT	DEVELOPING
Language and style are used skillfully in a manner appropriate to the content area. This may mean:	Language and style are appropriate to the content area. This may mean:	Language and style may not be appropriate to the content area or may not be used effectively. This may mean:	Language and style are not appropriate to the content area. This may mean:
I show careful thought and consideration in the format I use to present my ideas.	I can use a format that is appropriate to the purpose	I may struggle to use a format that is appropriate to the purpose	I don't use a format appropriate to the content area or purpose
I use language and style with precision in order to convey my ideas	I use language effectively to communicate my ideas	I may not use language or style effectively to communicate my ideas	I put little to no thought into using language and style carefully to communicate my ideas
I communicate in a manner that is compelling and captures my audience's attention	I can communicate in a way that is engaging.	My language may not engage my audience effectively.	I do not communicate in a way that engages people